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ABSTRACT

Guidelines are presented for consideration in the development, review, submission, and approval of all new instructional programs in the Maryland Community Colleges (MCC). The first section of the manual explains: (1) operational definitions for transfer and occupational programs; (2) the five-year state plan listing; (3) letters of intent and procedures used by the State Board for Community Colleges (SBCC) to review them; (4) program proposals and the factors considered in their evaluation; (5) review and endorsement procedures; and (6) program revisions or options and review and endorsement procedures for revisions and options. The second section summarizes the procedure for discontinuance of an academic program. The third section describes the MCC Program Evaluation System, covering its development, the establishment of the Program Data Monitoring System (PDMS), and PDMS criteria (e.g., enrollment, degree awards, follow-up study of entrants, and discipline cost). The fourth section deals with procedures for evaluation of community college instructional programs. The fifth section presents an overview of the designation of specialized, high cost or low enrollment courses as regional and statewide programs. Seven appendices contain the forms and questionnaires needed to follow the outlined procedures. (JP)

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Instructional Program Manual

Approved by
Maryland State Board for Higher Education
Maryland State Board of Education
Maryland State Board for Community Colleges

JC 800 101

Maryland State Board for Community Colleges

sbcc

The Jeffrey Building • 16 Francis Street, Annapolis, Maryland 21401 • (301) 269-2881

MARYLAND COMMUNITY COLLEGES

INSTRUCTIONAL PROGRAM MANUAL

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
ANNAPOLIS, MARYLAND 21401 DECEMBER, 1979

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FOREWORD

This Manual is a revision of the *Program Proposal Manual* developed for use by Maryland community colleges. This revision clarifies the original *Program Proposal Manual*, updating references and responding to new conditions in the State-level structure and governance of higher education. Additions to the Manual include criteria and procedures for designation of regional or Statewide programs; procedures and form for discontinuing programs; descriptions of, and procedures for, the Maryland community college Program Evaluation System; and forms for projected and/or discontinued programs. The revisions of this Manual have been reviewed and approved by the State Board for Higher Education (SBHE), the State Board for Community Colleges (SBCC), and the State Board of Education.

Included in the Appendix of this Manual are the following forms:

A - Program Proposal;

B - Desegregation Impact Statement;

C - DVTE Cover Sheet MSDE-VTE 219-07;

D - Proposal for Designation of Regional Program;

E - Proposal for the Approval of an Existing Program as a New Off-Campus Academic Program;

F - Proposal to Discontinue an Academic Program; and

G - State Plan for Community College Program Update Questionnaire.

The *Instructional Program Manual* and forms which follow are to be used in conjunction with the development, review, submission, and approval of all new instructional programs in Maryland community colleges. This document becomes effective immediately and shall be used for all programs proposed for implementation in Fall, 1980. This document supersedes all previous manuals issued.

BRENT M. JOHNSON
Executive Director

CONTENTS

	Page
FOREWORD	v
CONTENTS	vii
INSTRUCTIONAL PROGRAM TIMETABLES	ix
PROGRAM PROPOSAL PROCEDURES	1
PROCEDURE FOR DISCONTINUANCE OF AN ACADEMIC PROGRAM	7
THE MARYLAND COMMUNITY COLLEGE PROGRAM EVALUATION SYSTEM	8
PROCEDURES FOR EVALUATION OF COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS	11
DESIGNATION OF REGIONAL AND STATEWIDE PROGRAMS FOR MARYLAND COMMUNITY COLLEGES	13
APPENDIX A - PROGRAM PROPOSAL FORM	17
APPENDIX B - SBHE DESEGREGATION IMPACT STATEMENT	35
APPENDIX C - DVTE FORM MSDE-VTE-219-10/77	41
APPENDIX D - PROPOSAL FOR DESIGNATION OF REGIONAL PROGRAM	45
APPENDIX E - SBHE PROPOSAL FOR APPROVAL OF AN EXISTING PROGRAM AS A NEW OFF-CAMPUS ACADEMIC PROGRAM	53
APPENDIX F - SBCC REQUEST FOR PROGRAM DISCONTINUANCE	59
APPENDIX G - SBCC STATE PLAN FOR COMMUNITY COLLEGES PROGRAM UPDATE QUESTIONNAIRE	63

MARYLAND COMMUNITY COLLEGES

INSTRUCTIONAL PROGRAM TIMETABLES

PROGRAM PROPOSALS

Letter of Intent due at SBCC office	June 15
Response of SBCC and other appropriate agencies to college's Letter of Intent	August 1
Program Proposal due at SBCC office	November 1
Information copy of Program Proposal forwarded by SBCC to SBHE	December 1
List of projected programs for ensuing five-year period due at SBCC office (required for *State Plan for Community Colleges in Maryland*)	December 31
SBCC action and transmittal of recommendation on Program Proposal to SBHE	January 15
Final action by SBHE	April
SBCC official response to college	No later than one week following SBHE April Meeting

PROGRAM EVALUATIONS

SBCC staff runs PDM for each Community College Instructional Program	April
Listing of all programs evaluated forwarded to the College	May
SBCC designates programs to be qualitatively evaluated	June
College response to qualitative evaluation due in SBCC office	November 15
College responses presented to SBCC	December - January

PROGRAM PROPOSAL PROCEDURES

The Maryland State Board for Higher Education defines a program as a series of courses or other educational activities leading to a degree or certificate. Maryland community colleges offer two types of programs as required by statute--transfer and occupational.

A "Transfer Program" is operationally defined as:

a) One of seven academic areas which is intended primarily to prepare students for transfer to a four-year college or university. They are as follows:

Arts and Sciences Area (4910)
Biological and Physical Sciences Area (4920)
Humanities and Social Sciences Area (4930)
Engineering Area (4940)
General Studies Area (4950)
Teacher Education Area (4960)
Business Administration Area (4970)

b) A series of courses leading to an Associate in Arts degree.

c) The basis for reporting enrollment, completions, and follow-up information to the SBCC.

d) The object of quantitative data monitoring for effectiveness by the SBCC.

"Transfer Program Options" are those developed from and closely related to one of the seven program areas shown above.

An "Occupational Program" is operationally defined as:

a) A series of courses intended primarily to assist students with immediate or concurrent employment.

b) A series of courses leading to a Certificate and/or Associate in Arts degree.

c) A series of courses having a unique program number (HEGIS code number and suffix series, 5000 to 5599).

d) The basis for reporting enrollment, completions, and follow-up information to SBCC and SBHE.

e) The object of quantitative data monitoring for effectiveness by the SBCC.

An "Occupational Program Option" is operationally defined as:

a) A series of courses intended primarily to assist students with immediate or concurrent employment.

b) A series of courses leading to a Certificate and/or Associate in Arts degree.

c) A variation of an occupational program designed to assist students in a specialized field--an option generally includes several courses specific to the field while the majority of courses are required by the major program.

d) Neither the basis for reporting data nor the object of data monitoring by the SBCC. Students enrolled in options are reported under the major program.

STATE PLAN LISTING

In December of each year community college presidents shall submit to the SBCC a listing of programs projected by the college for the ensuing five academic years. Programs projected for the first two years shall be in priority order. No Letter of Intent will be accepted for any program not projected in the most recent State Plan listing. Programs not implemented as scheduled, which the college wishes to continue under investigation, shall be specifically included by the college in succeeding State Plan listings. Exception to this policy will be made only when the college can clearly demonstrate to the SBCC that an "emergency" condition exists.

LETTER OF INTENT

Each community college will forward to the SBCC a letter that indicates the college's intent to submit a formal program proposal during the next academic year. This should be done in accordance with the schedule listed herein.

Each Letter of Intent forwarded to the SBCC by the community colleges must include the following:

a) Program Title - An accurate reflection of the content of the program.

b) Program Code - The four digit Higher Education General Information Survey (HEGIS) number for categorization of credit curriculum, plus a two digit suffix which is a unique college designation code. Final program code determination is made by the SBCC.

c) USOE Code - The eight digit U. S. Office of Education (USOE) number for career program identification. Final USOE code determination is made by the DVTE.

d) Proposed Implementation Date - Semester and year.

e) Degree Level - Certificate and/or Associate in Arts.

f) Need for Program - Preliminary information on student interest and employment opportunities.

g) Goals - The major aims of the program.

h) Projected Effect of the Program on the State's Desegregation Plan - A statement which indicates that consideration has been given to the effect of the program on the State Desegregation Plan.

i) Similar Program Existing in Service Area - A listing of similar programs in other schools or colleges including secondary vocational-technical programs and postsecondary institutions.

j) Outside Funding Intentions - An indication of the college's intent to seek DVTE funding or outside revenue.

k) Facilities Required - A statement indicating that consideration has been given to the need for new facilities and/or additions.

l) Estimated Per Student Cost - An estimate comparing relative program cost to institutional average cost per full-time equivalent (FTE) student.

m) Impact on Other Programs in the College - A listing of similar or related programs and the impact of this program on them.

n) Impact on Sex Equity - A statement indicating that efforts are being made to ensure equal attraction by both sexes to proposed program.

REVIEW PROCEDURES FOR LETTER OF INTENT

Upon receipt of the college's Letter of Intent, the SBCC will:

a) Objectively evaluate the Letter of Intent;

b) Send copies of the Letter of Intent to the SBHE and the DVTE;

c) Send listings of the titles of all proposed programs to all other Maryland community colleges, State colleges and universities, and the University of Maryland.

d) Provide to the college an evaluative response which integrates responses to the Letters of Intent received from other agencies and/or institutions.

PROGRAM PROPOSAL

The schedule presented on Page ix will be used if the college decides to prepare a formal program proposal. The steps for submission are as follows:

a) Six copies of the completed Program Proposal (Appendix A), including any associated options, should be submitted to the SBCC. If possible, all items should be completed using the space allotted on the form. Any supportive letters or other documents should be attached to the form as an addendum and referenced in the proper space.

Two of the six copies, with all attachments are required by the DVTE and must be submitted for funding eligibility under Title II of the Vocational Education Amendments of P.L. 94-482 and the Maryland State Plan for Administration of the Vocational-Technical Education Programs. Of these two copies, original signatures must appear on the required cover sheet, MSDE-VTE-219-07-10/77 (Appendix C) which is to be attached in duplicate. The SBCC will forward the two required copies to DVTE.

If the program is intended for transfer only, four copies are required.

FACTORS FOR EVALUATION OF PROGRAM PROPOSALS

The factors to be used in the evaluation of the Program Proposal by the SBCC include but are not limited to:

a) Availability of jobs for graduates of the program;

b) Transferability of competencies and skills to related fields;

c) Student interest in the program;

d) Cost of the program, including need for new facilities and/or staff;

e) Impact of proposed program on similar programs at other colleges;

f) Articulation of the program with other secondary and post-secondary institutions.

Following the initial review, analysis of the viability of the program in view of the above six factors occurs. The fundamental and overriding question for occupational programs is whether appropriate level employment opportunities are available. If the answer is negative, or questionable at best, it is unlikely that any combination of the successive factors could overcome this shortfall. If manpower conditions, on the other hand, are strongly or moderately positive, additional attention must be focused on the factors of interest, cost, impact, applicability of skills, and competencies to other employment areas and articulation of the program.

Specific weights cannot be placed on the individual subsidiary factors once the manpower question is resolved. Rather, the SBCC staff assesses the totality of factors as they relate to the particular institution, its

history, geography, size, and other approved programs. The existence of a regional program network also contributes to the analysis of the specific program under review.

After completing its review, the SBCC staff develops recommendations for the SBCC and provides advance copies of the recommendations to the presidents of the proposing institutions. All other colleges are notified of the titles of programs to be considered by the Board but are not provided with specific staff comments on proposals of other institutions. Any college may comment on the impact of a particular proposal on its programs. The comments may be in writing to the SBCC staff or directed to the SBCC when the Program Proposal is presented for discussion.

REVIEW AND ENDORSEMENT PROCEDURES

These steps will be followed by the SBCC upon receipt of the Program Proposal:

a) The SBCC will distribute copies of the Program Proposal to the SBHE and DVTE staff.

b) The SBCC staff will review the Program Proposal.

c) The DVTE staff will provide the SBCC staff with comments, recommendations, and funding eligibility.

d) The SBCC will take action and make a recommendation to the SBHE.

e) The SBHE will take final action on the Program Proposal.

f) The SBHE will notify the SBCC staff of the decision.

g) The SBCC Executive Director will notify the community college president.

All programs developed in HEGIS categories new to the college or any major program developed within existing HEGIS categories will be thoroughly reviewed and evaluated prior to forwarding to the SBHE for consideration and approval.

PROGRAM REVISIONS OR OPTIONS

Requests for program revisions (i.e., those involving a change in program objectives) or options to existing programs must also be submitted to the SBCC for review. If the request is for an option to an approved existing program, the SBCC staff may approve the request. In order to maintain consistent data, for any revisions or options approved by the SBCC, copies of the approval letter will be forwarded to DVTE. A request for program revision or option may be submitted at any time. Revisions of programs already in existence and previously reviewed by the appropriate State agencies require substantially less information than proposals for new programs.

Likewise, options of programs, generally, do not change the intent or direction of an existing program but rather provide an alternative to the student, and so, do not require a large volume of information to be submitted to the SBCC.

Two copies of requests for program revisions or options to existing programs will be submitted to the SBCC using pages A-1 through A-9 of the Program Proposal form (Appendix A this Manual). A cover letter indicating additional staff; equipment; facilities; or courses, if any, required to accomplish the revision or add the option must be submitted simultaneously.

Should the college desire to suspend a program rather than discontinue it, the college President may so request in writing to the Executive Director of the State Board for Community Colleges.

A program may remain on suspended status no longer than two academic years. At the end of the second year, the State Board for Community Colleges staff will contact the college president and request that definitive action be taken on the program. The college may then request that the program be discontinued in accordance with provisions in this manual; or, by the president forwarding a letter to the Executive Director of the State Board for Community Colleges, the college may request that the program be placed on active status. This letter must present the reasons for the program activation, employment opportunities for students completing the program, and projected student enrollments for the program. The State Board for Community Colleges staff will review the request and notify the college within thirty (30) days of action taken on the request.

REVIEW AND ENDORSEMENT PROCEDURES FOR REVISIONS AND OPTIONS

After the SBCC staff reviews and consults, as appropriate, with other State agencies, the SBCC will, within 30 days, inform the college of its decision. If the SBCC staff determines that the revision or option is in fact a new program, the college will be so informed and requested to submit a complete Program Proposal for a new program if it still desires such curricular development.

PROCEDURE FOR DISCONTINUANCE OF AN ACADEMIC PROGRAM

Prior to a college's discontinuing an Academic Program, approval must be received from the SBHE, upon recommendation of the SBCC.

Appendix F of this Manual presents the form for Requesting Discontinuance of an Academic Program. A request to discontinue a program may be submitted at any time; however, adequate time for review and action by appropriate State agencies must be allowed prior to the college's planned date of discontinuance.

Three completed copies of the form must be submitted to the SBCC staff. Following SBCC staff review, the request will be presented to the SBCC. Subsequent to SBCC action the request, with SBCC recommendation will be forwarded to the SBHE for final action.

After final action by the SBHE, the community college president will be notified by the SBCC.

THE MARYLAND COMMUNITY COLLEGE PROGRAM EVALUATION SYSTEM

In the period from 1960 to 1977, total enrollment in Maryland community colleges increased Statewide from 4,604 to 84,887 students. During the decade of the sixties, enrollment growth averaged 25 percent annually, and during the seventies the increase has been in the magnitude of 10 percent annually. In three separate years (1961, 1965, and 1969), enrollment increased fully 40 percent from the previous year. At the current time, two-thirds of all freshmen and sophomores in Maryland's public colleges and universities are enrolled in a community college. The rate of increase in community college enrollment in Maryland continues to exceed the national growth reported for public two-year colleges.

Future enrollment projections developed by the State Board for Community Colleges in coordination with the State Board for Higher Education indicate that Maryland community colleges will likely be serving 111,407 students by the year 1985. The projections take into account such factors as birth rates, high school enrollments, graduation rates, migration patterns, and percent of residents attending college.

During the same time period, the number of separate and distinct instructional programs also increased greatly. From 1960 to 1977, the State Board for Community Colleges endorsed a total of 208 new instructional programs at the community colleges. Of these 195 degree and certificate programs (93 percent) have been occupational programs primarily intended for immediate employment, rather than transfer. With the new programs approved at the State level, community colleges now offer 546 programs, of which 455 are occupational programs and 91 are transfer programs. These programs encompass 122 disciplines.

This veritable explosion of new students and new programs led very quickly to the need for a systematic mechanism for State-level uniformity in program categorization and assessment.

The first step which occurred in the development of the evaluation process was the implementation of the *Maryland Community College Program Proposal Manual*. This Manual, initially developed in 1974, was revised and approved by the State Board for Higher Education, the State Department of Education, and the State Board for Community Colleges in 1977. The Manual contains the elements and information required for review and evaluation of program proposals. It also provides for a common format for new program submission which permits systematic and uniform collection and analysis of data. The elements were consciously selected to intermesh with current and ongoing annual data reports collected routinely by Federal and State agencies. The net result is that no additional reports are necessary to keep the evaluation system up-to-date. Much of the information comes from the annual Higher Education General Information Survey administered by the National Center for Education Statistics.

The second step in the evaluation process occurred when the *Career Program Evaluation Manual* was approved by the State Board for Community Colleges and the State Department of Education in 1975. This Manual called for the development of a two-level program evaluation approach. The first level to be employed

by State agencies and the colleges utilizes quantitative data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in-depth qualitative examination of specific programs identified by analysis of Level I information will be conducted at the campus by the institution itself. Following the local qualitative assessment, results of the study along with college recommendations will be transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level required by the Manual, the State Board for Community Colleges has developed a *Program Data Monitoring System* (PDMS). This system aggregates all available quantitative information relating to each individual community college program for a five-year period and displays it on one computer printout page. For each program, quantitative elements displayed include:

1) College name;
2) Program title, college title, and HEGIS program category;
3) Program level--associate or certificate;
4) Year implemented;
5) Current status--active, inactive, discontinued, or phasing out;
6) USOE number;
7) HEGIS program number;
8) Historical enrollment and award data;
9) Student Follow-up Study results;
10) Listing of similar programs in Maryland community colleges (with enrollments and awards by college);
11) Discipline credit hour cost data;
12) Job openings - local, regional and state.

PDMS CRITERIA

Criteria for quantitatively analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of Program Development Council; Institutional Research Group; Association of Maryland Community and Junior College Business Officers; State Board for Higher Education; State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council for Vocational-Technical Education, and are listed below. Each criterion is independent and mutually exclusive. Thus, any program meeting the condition of each criterion will be "flagged." The criteria are as follows:

Enrollment

- There has been no enrollment in the program for the past two years.

- If the numeric change is greater than ten, there has been a decrease in enrollment of 20 percent in the last two-year period.

- If the numeric change is greater than ten and if there has been an increase of 20 percent in enrollment in the last two-year period.

Awards

- There have been no awards (AA or certificate) in the program for the last two years;
- If the numeric change is greater than ten, there has been a decrease in awards of 20 percent in the last two-year period;
- If the numeric change is greater than ten, there has been an increase in awards of 20 percent in the last two-year period.

Follow-Up Study of Entrants

- If the sample size for this program is greater than ten and among those persons employed full-time, less than 50 percent are employed in directly or somewhat related jobs;
- If less than 50 percent of those entering the program achieved their educational objective;
- The median salary of those entrants employed in the same job is 25 percent less than the Statewide median;
- The median salary of those entrants employed in a new job after college is 25 percent less than the Statewide median;

Discipline Cost

- "College cost, this discipline" is 25 percent greater than the "Statewide cost, this discipline";
- "College cost, this discipline" is 50 percent greater than "college cost, all disciplines";
- "College cost, this discipline" has increased more than 25 percent in the last two-year period;
- "College cost, this discipline" is 25 percent less than the "Statewide cost, this discipline";
- "College cost, this discipline" is 50 percent less than the "college cost, all disciplines";
- "College cost, this discipline" has decreased more than 25 percent in the last two-year period;

The criteria will be periodically evaluated with the first evaluation scheduled for Spring, 1980.

PROCEDURES FOR EVALUATION OF COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS

April - The State Board for Community Colleges will run the PDMS for each community college instructional program.

May - Each college's listing of all programs, including those flagged by PDMS, will be forwarded to the college. The system will print on each program the reason(s) it is flagged.

June - At the June Board meeting the State Board for Community Colleges will receive a listing of all community college instructional programs flagged by the PDMS and a staff recommendation of specific community college programs which should receive a qualitative evaluation. The State Board will act on staff recommendations.

The Executive Director of the State Board for Community Colleges will notify the colleges in writing of those programs for which a qualitative assessment is requested. Specific questions related to each program will be raised.

November 1- The college will forward to the State Board for Community Colleges staff its response to the questions presented by the State Board regarding the program. The response will include specific action to be taken by the college regarding the program.

December-
January - The State Board for Community Colleges staff will review the responses submitted by the colleges and will present the college response to the State Board at its January meeting for their review and comment. A summary of each program evaluation will be provided to the State Board for Higher Education, the Division of Vocational-Technical Education, and the State Advisory Council for Vocational-Technical Education for their information and reaction.

The system described above makes extensive use of computer technology in ways such technology functions best and is most appropriately used — to compile, contrast, and compare quantifiable, numerical data. No single individual or group of individuals would be able to perform this task as effectively by manual techniques.

However, the use of data processing equipment as part of the *Program Data Monitoring System* must be seen in context. Crucial decisions about the future of community college instructional programs are still in human hands. The SBCC staff will review programs which have been "flagged" by the computer for quantitative review before requests for Level II analyses are transmitted to the colleges. This will help to assure that computer output has not resulted from human error in entering data.

Furthermore, each college, in the process of the local qualitative assessment undertaken, will have the opportunity to bring to light factors — both positive and negative — which do not show up in the compiled numerical data.

It is the college ultimately which must determine the deployment of resources to specific programs. The *Program Data Monitoring System* must be viewed as a tool to be properly used by people to make decisions which can only be made by people armed with accurate information.

DESIGNATION OF REGIONAL AND STATEWIDE PROGRAMS
FOR MARYLAND COMMUNITY COLLEGES

OVERVIEW

From their inception, Maryland community colleges have developed and implemented instructional programs designated primarily to serve the citizens of the political subdivision where each college is located. Initially, the majority of programs offered were oriented toward the traditional liberal arts and sciences and designed for transfer to four-year institutions. In the early 1960's, Maryland community colleges began to develop increasing numbers of specialized technical programs designed to prepare students for immediate employment. The number of specialized occupational programs offered has increased so that Maryland community colleges currently offer an aggregate of over 450 occupational programs.

Many of these technical programs are justifiably duplicated by several community colleges because of large student enrollment interest and high manpower employment availability. With the development of an increasing number of highly specialized technical programs, however, the time has arrived when the duplication of certain programs by neighboring colleges, or colleges within a geographical region, may be prohibitively expensive to both the local political subdivision and the State.

The *Statewide Master Plan for Community Colleges 1973-1983* made the following statement about regional programs:

> Regional programs should be designed to meet the manpower requirements of an area greater than that of a single political subdivision. Frequently, these will be specialized high-cost and low-enrollment programs.
>
> Maryland, like other states with locally controlled community colleges in their education structure, faces a challenge of reconciling local, regional, and Statewide program requirements. While local programs are now generally well developed and implemented, limited progress has been made in regional and Statewide program planning.

The 1979 General Assembly passed legislation which will implement a "charge-back" process for regional programs designated by the State Board for Community Colleges. Under this legislation, out-of-county students enrolled in regional programs will be eligible to receive reimbursement for the out-of-county tuition differential.

In order to implement the regional program concept, the State Board for Community Colleges with the assistance of the Maryland Community College Program Development Council, has developed a set of criteria which can be applied to any

program to determine if it qualifies as a Statewide or regional program. The process of determining which program should be regional or Statewide is important since a high degree of cooperation between and among institutions is essential to the success of such inter-institutional arrangements.

The primary burden of identifying and justifying regional programs proposed or in existence rests with the institution offering or proposing the specific program. The institution making the request for designation of a program as regional or Statewide would signify its interest and preliminary justification in a Letter of Intent to submit a request for the regional or Statewide program. Before submitting a formal proposal for regionalization, the proposing college would seek the agreement in writing of other community colleges in the region envisioned. The State Board for Community Colleges would, in the process of making a decision on special designation of a program, consider the impact of such on the State, the proposing institution, and neighboring institutions.

In addition to the process outlined above, the State Board for Community Colleges may from time to time request that a program proposal developed through the existing process be considered by the proposing college for resubmission as a regional or Statewide proposal.

The process would be applied to both existing programs and new programs to be designated. Upon request of the local board of trustees, the requesting institution would petition the State Board for Community Colleges to designate the program as regional. This program, if so designated, would then be eligible for out-of-county student tuition reimbursement by the State.

GENERAL CRITERIA

A "region" should generally encompass a reasonable commuting time from student residence to location of the program. For special and unique programs which may encompass a large region or the entire State and where daily commuting would be impossible, the college should make provisions for assisting students to locate housing within the community. The region from which the students are enrolled should generally constitute the region where employment opportunities exist for the students. In special situations broader manpower requirements may determine regional program designation. Programs which receive regional designation must consider enrollment of all students within the region on an equal basis. All credits earned by a student at a sending community college will be accepted by the receiving institution, in accordance with the State Board for Higher Education student transfer policies.

Primary consideration will be given to programs which can be sustained only by enrollments and placement opportunities emanating from a greater area than one college's service area. This does not mean, however, that if one college requests regional designation to ensure the survival of its program, that other colleges in the same region offering the same program would automatically discontinue their program. Regional program designation should result in cost savings to the student, local political subdivisions, and the State.

Finally, each college requesting regional program designation must express a willingness to expand the program, (based upon manpower and financial considerations) if necessary, to accommodate students within the region served.

WRITTEN JUSTIFICATION FOR A REGIONAL OR STATEWIDE PROGRAM

Depending upon whether the regional proposal is for a new or existing program, the college will submit the following documents:

1. For existing programs, colleges need only submit the regional forms. (Appendix D)

2. For proposed new programs which the college wishes to submit at the same time for regional or Statewide designation, both the regional form and the proposal form for a new program must be submitted.

APPENDIX A

PROGRAM PROPOSAL FORM

APPENDIX A

MARYLAND COMMUNITY COLLEGES

PROGRAM PROPOSAL

This Program Proposal should be prepared carefully, reviewed, and properly signed.

The information and estimates contained herein are complete and accurate to the best of my knowledge. The offering of the proposed program is consistent with the college's annual and long-range plans.

Signed:

_____ _____
President *Date*

A - PROGRAM DESCRIPTION

1. College: _____ Submission Date: _____

   Program (and Options) Title: _____

   Proposed Implementation Date: _____

   Program Code

   HEGIS _____ USOE _____

   Level and type of award (check as many as appropriate):

   ☐ AA Degree ☐ Transfer ☐ Option(s)

   ☐ Certificate ☐ Occupational ☐ Revision

2. Is this program being submitted as a regional program?

   ☐ No ☐ Yes If Yes, complete the Regional Program form also.

3. Has this program or any of the courses of this program been offered in the noncredit area?

   ☐ Yes ☐ No

4. Write a brief catalog-style program description. Give separate description for each Option.

5. Identify special program requirements.

   a) Are there unique program admission requirements (in addition to those of general college admission) that the student must meet?

   ☐ No ☐ Yes If Yes, please list.

   b) Is a work experience or field project required in this program? If applicable, include supporting information about a cooperative education program to satisfy the requirements in Section 102.98, "Requirements of Cooperative Vocational Education Programs" found in the DVTE Operational Handbook.

   ☐ No ☐ Yes If Yes, please give details; if experience is organized as a course, refer to course description.

c) Is specialized professional accreditation required or available for the program?

☐ No ☐ Yes If Yes, please give details.

d) Is a certificate or license required of the program graduate prior to employment?

☐ No ☐ Yes If Yes, please give details.

6. Determine advanced placement information.

a) Can part of this program be completed by the student through advanced placement, credit by examination, or prior experience?

☐ No ☐ Yes If Yes, please give details.

b) Can the entire program be completed by part-time students?

☐ No ☐ Yes If No, please explain.

7. List all required courses in the program. If the courses must be taken in a certain order, list them in sequence. In the Course Title block mark all new courses with * and attach a complete course description. Also mark all occupational courses with *o*. Refer to the *State of Maryland Minimum Requirements for Degree-Granting Two-Year Colleges* for required coursework distribution and general education requirements. No less than 60 nor more than 70 credit hours may be required for an Associate in Arts degree program. At lease 12 credits are required for a Certificate program.

Course Code No.	* and/or *o*	Course Title	Credit Hours	Weekly Student Contact Hours	Laboratory Hours
		TOTALS			

B - OBJECTIVES

1. List the major objectives of the program.

2. For required courses, list in detail the competency based objectives. Indicate the course(s) that fulfill(s) each separate objective. (A course may be listed more than once.)

Competency Based Objectives	Related Course Number

C - JUSTIFICATION OF PROGRAM

1. List the name and job titles and/or organizational affiliation of the members of the Program Advisory Committee. This committee, consisting of representatives from industry and the community, is consulted to assist in justifying the relationship of the program to employment and/or job opportunities.

Program Advisory Committee	
Name	Title/Organizational Affiliation

Present evidence of the advisory committee's involvement in the development of this program.

2. Student Interest: Based on your assessment of potential student interest, enter estimated enrollments for the first five years of the program. (NOTE: 3 part-time students = 1 full-time student.)

Enrollments	Year First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
Full-time					
Part-time					
Full-time Equivalents					
Of the above FTE, estimate the number of FTE that will be new students, i.e. not transfers from another program currently offered by the college.					

a. Estimate the percent of projected students enrolled in the program to obtain skills which would lead to new employment in this field. _____ %

3. Manpower Needs: Based on information available from the State Board for Community Colleges, and other sources, provide estimates of State, Regional and Local manpower needs appropriate to the proposed program. (Number of new openings per year.)

Projected Employment Opportunities	Year First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
a) State					
b) Regional (Adjacent Counties)					
c) Local (Service Areas)					

4. Provide the projected average annual salary data for a program graduate.

Time Period	Average Annual Salary
Beginning	
After two years experience	

5. Describe the method by which the data for 3. and 4. were obtained.

6. List job titles used locally to designate the jobs for which above projections were made.

Job Titles	

7. List alternate fields of employment into which students who complete this program may enter if job opportunities in this program area are unavailable.

Field of Employment	

8. Provide information on the following student success indicators:

a) Estimate the number of certificates or degrees to be awarded from the program for the first five years of the program and enter below.

Projected Graduates	Year				
	First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
AA Degree					
Certificate					
Other benchmarks of success					

b) Estimate the percentage of students who will fall into the various categories which measure employment and satisfaction. This estimate will be compared with data gathered from the Statewide student follow-up study.

Criteria	Target Group	
	Graduate Follow-up Study	New Student Follow-up Study
Employed full-time		
Employed part-time		
Unemployed		
Continuing formal education		
Employed full-time in field of training		
Employed full-time when career development was goal		
Satisfied with quality of Instruction in your program		

A-10

D - ARTICULATION

1. From information obtained from the SBCC and other sources, provide the following data for similar programs.

Name of College or other Institution	Program Title	Current Enrollment	Number of Graduates Annually

2. Describe efforts made to work out cooperative program arrangements with any institution listed above as having a similar program. List contacts made with (a) local secondary school systems, (b) postsecondary educational institutions, (c) licensing agencies, (d) proprietary institutions, and (e) other programs within the college. For purposes of program articulation and/or cooperative arrangements, give details where firm commitments or contracts have been made.

E - IMPACT OF THE PROGRAM

1. Explain any modifications to existing programs which the proposed program would cause, such as termination or enrollment changes.

F - TITLE IX IMPACT

1. What affirmative steps will be taken to eliminate sex bias, sex discrimination, and sex stereotyping associated with this program.

G - RACIAL IMPACT

1. Complete the Desegregation Impact Statement form (Appendix B) as required by the SBHE and the USOE Office for Civil Rights. As this form is utilized as a separate document, it should be completed in its entirety without reference to the material contained in the Program Proposal.

H - REQUIREMENTS FOR IMPLEMENTATION

1. Estimate the total number of new personnel required for the first five years of the program in the table below. (Use decimal equivalents when appropriate.) Attach job description(s) and qualification(s) for each new position(s).

Estimated Number of New Personnel Required Annually	Year				
	First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
New Administrators					
New Faculty					
New Staff					
TOTALS					

2. Indicate that the staff and the procedures employed are adequate to insure administrative and supervisory support of the program and that counseling services necessary for successful career planning, placement, and follow-up services are provided.

3. Indicate that current provisions for facilities, supplies, equipment, and library holdings are adequate and appropriate for the program. Provide description of requirements for new or renovated facilities which will be needed. Describe any facilities and equipment available for use locally off-campus to support the program.

I - COST OF IMPLEMENTATION

1. Provide estimates of annual cost for the next five years of the program. Be certain to include the new requirements listed in Section H and your most accurate estimate of operational salaries and equipment costs and capital equipment and facilities costs. (Enter amounts in Functional Codes that apply.) Personnel includes faculty and staff support including clerical, administrative, and counseling personnel. Equipment includes supplies and library holdings.

Annual Operational Costs						
Account Code/Function		Year First FY___	Second FY___	Third FY___	Fourth FY___	Fifth FY___
10 Instruction	Personnel					
	Equipment					
20 Org. Act. Rel. to Instruction	Personnel					
	Equipment					
30 Sponsored Programs & Research	Personnel					
	Equipment					
40 Instructional Resources	Personnel					
	Equipment					
50 Student Affairs	Personnel					
	Equipment					
60 Plant Oper. & Maint.	Personnel					
	Equipment					
70 General Adm.	Personnel					
	Equipment					
80 Other	Personnel					
	Equipment					
90 General	Personnel					
	Equipment					
TOTALS: (1) Personnel						
(2) Equipment						

Annual Capital Costs					
TOTALS:	Year First FY___	Second FY___	Third FY___	Fourth FY___	Fifth FY___
(3) Facilities					
(4) Equipment					

GRAND TOTAL:	Total Annual Cost — Fiscal Year First FY___	Second FY___	Third FY___	Fourth FY___	Fifth FY___
Total of (1), (2), (3), and (4) above					

2. a) Current college full-time equivalent student cost.

   $_____

   b) Estimated cost per full-time equivalent student of this proposed program.

   $_____

3. Are any non-State funds available from public or private sources to support the new program?

   ☐ No ☐ Yes If Yes, detail below.

Source	Amount

4. Does the college intend to enter into a contractual agreement with any organization or institution which offers instruction leading to the generation of credit which shall be submitted for State aid to community colleges?

   ☐ No ☐ Yes If Yes, explain.

J - PROGRAM EVALUATION

Describe how and when the college will evaluate the success of the program in relation to the stated objectives of the program.

Appendix B

Guidelines and Form for Completing the Desegregation Impact Statement

Guidelines for Completing

Desegregation Impact Statement for New Academic Programs

Background

Since 1974, when the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions was developed, institutions have been required to prepare desegregation impact statements for all proposed new academic programs. These statements are designed to provide information on how new programs might affect desegregation efforts both within individual institutions and in the State as a whole.

The attached Desegregation Impact Statement contains questions which, if answered fully, will assist the Division of Equal Educational Opportunity to make a judgment about program approval. The guidelines presented are meant to provide guidance to the institutional representative who prepares answers to the questions.

Student Information

The information requested under this heading is needed to provide an indication of what the proposed program is to do to increase the "other race" presence at the institution. In describing recruitment efforts, specify sources of potential students and how and when these sources will be contacted. By special features (Question 3) is meant characteristics such as special admissions, honors programs, supplemental instruction, etc. The two year period is mentioned in several questions, because each new program which is approved will receive a site visit by the Division of Equal Educational Opportunity to ascertain the degree to which projections are obtained.

Faculty Information

Increased faculty integration could result from the inauguration of a new program. In question 1 indicate number of reported faculty who are tenured and non-tenured. In question 2, the changes may result from increases in number of new faculty employed or by replacement through retirement, resignation, etc.

Program Information

Publications from county and State labor organizations should be helpful. Also, publications such as "People and Jobs," prepared by the Philadelphia Regional Office; "Occupational Outlook Handbook," "Occupational Outlook Quarterly," published by the U. S. Department of Labor, Bureau of Labor Statistics, should be consulted in answering this set of questions. Studies of manpower availability from private agencies such as the American Council on Education should prove valuable.

Broader Impact

In answering questions under this heading, keep in mind that the Division of Equal Educational Opportunity is looking for evidence that the proposed program will appreciably affect the institution's achievement of desegregation goals. Answers supplied here should indicate an institutional commitment to the attainment of such goals. To say that proposed programs will further desegregation efforts will not be as effective as submitting specific information in this section concerning specific budget items, a plan for evaluating the impact of the proposed program on the desegregation process and a time table for such evaluation.

Desegregation Impact Statement*
(New Degree Program)

Institution _____

Program Title _____

Please respond to each of the following questions.

Student Information

1. Project the anticipated student enrollment in the proposed program by numbers, sex, and race for the first two years of its operation.

2. Describe in detail the specific efforts planned by the institution to recruit and attract "other race" student enrollment in the program.

3. Describe any special features of the proposed program which are likely to make it particularly attractive to "other race" students.

4. From what two-year or four-year college and/or high school sources does the institution expect to recruit or attract students for the proposed program?

5. Describe in detail what institutional strategies will be made to enhance the retention and the academic performance of "other race" students in the proposed program.

6. Indicate what special financial aid designed for "other race" students will be available to those who enroll in the proposed program.

*If a new facility is involved along with the new academic program, a Desegregation Impact Statement/Facilities must be filed with the State Board for Higher Education.

Faculty Information

1. Indicate number of present tenured and non-tenured faculty, by race and sex, who will be involved in the proposed program.

2. Indicate the anticipated number of faculty and staff, by race and sex, to be employed during the first two years of the program.

Program Information

1. What is the percentage by race and sex of the current Maryland workforce within the profession or job classification which graduates of the proposed program would enter.

Broader Impact of Program

1. If the proposed program is similar to any other in the institution's service area, discuss fully the impact that such duplication is likely to have on "other race" student and faculty recruitment efforts at these institutions as well as at yours.

2. Specify in detail the expected result the inauguration of this program will have on enabling the institution to become a fully desegregated institution.

3. What budget provisions has the institution made to facilitate "other race" student and faculty recruitment or to provide financial assistance to students?

4. Specify the process and the timetable that will be used to evaluate the desegregation impact of this program.

5. Specify performance criteria that will be used to evaluate the desegregation impact of this program.

We certify the information presented in this Desegregation Impact Statement accurately represents to the best of our ability the assessment of the impact the initiation of this program will have on the desegregation of this institution.

_____	_____
Desegregation Officer/Affirmative Action Coordinator	Chief Executive Officer
_____(Date)	_____(Date)

This Desegregation Impact Statement for a Proposed New Academic Degree Program has been reviewed by:

_____
(Segment Representative)

_____(Date)

APPENDIX C

MSDE/DVTE COVER SHEET

Appendix C was deleted due to irreproducibility

APPENDIX D

REGIONAL PROGRAM FORMS

Appendix D

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROPOSAL FOR DESIGNATION OF REGIONAL PROGRAM

This Proposal for Designation of Regional Program form should be prepared carefully, reviewed, and properly signed.

The information and estimates contained herein are complete and accurate to the best of my knowledge. The offering of the regional program is consistent with the college's annual and long-range plans.

Signed:

_____ _____

President Date

A - REGIONAL PROGRAM DESCRIPTION

1. College: _____ Submission Date: _____

   Regional Program Title: _____

   Proposed Implementation Date: _____

   Campus Contact: _____

   Program Code: USOE Code:

   HEGIS _____ USOE _____

   a) Level and type of award (check as many as appropriate):

   ☐ AA Degree ☐ Transfer ☐ Regional ☐ New Program

   ☐ Certificate ☐ Occupational ☐ Statewide ☐ Existing Program

   b) Original date of program implementation: _____

B - JUSTIFICATION OF REGIONAL PROGRAM

1. Indicate specifically the boundaries of the region to be served and explain why this geographical area is particularly suitable for this program.

2. Document contacts made with other colleges in region described above. Attach evidence that these other community colleges concur with your proposal to offer this regional program as described herein.

3. Project below the student enrollment which could be accommodated in this regional program.

Enrollment from THIS Political Subdivision					
	Year				
Enrollments	First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
Full-time					
Part-time					
Full-time Equivalents					

Enrollment from OTHER Political Subdivisions in the Region					
	Year				
Enrollments	First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
Full-time					
Part-time					
Full-time Equivalents					

4. List below (and indicate source of your data) the number of employment opportunities available in your subdivision and the number of ADDITIONAL new and replacement opportunities in the region (outside the sponsoring subdivision).

Projected Employment Opportunities	Year				
	First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
Local					

Projected Employment Opportunities	Year				
	First 19___	Second 19___	Third 19___	Fourth 19___	Fifth 19___
Additional Regional					

a) Source(s) of data:

5. From surveys undertaken in the region, indicate below the level of student interest in this program area.

6. Indicate CURRENT enrollments below (if this is an existing program). Provide enrollment data for the prior 4 years, if possible.

Enrollments	PRIOR Year				
	Current 19___	First 19___	Second 19___	Third 19___	Fourth 19___
Full-time					
Part-time					
Full-time Equivalents					

C - FINANCIAL INFORMATION

1. Indicate noncumulative capital costs incurred and projected for this regional program.

	Annual Capital Costs		
TOTALS:	Past Years 19___	Current Year 19___	Projected Next Year 19___
Facilities			
Equipment			

2. Explain below the nature of any unusual capital start-up costs for facilities and/or equipment.

3. In order to show the estimated cost of this regional program in comparison to the college's average cost, please provide the following information so as to provide a basis for estimating cost of reimbursement for out-of-county residents under a chargeback system.

Cost	Current Year 19___	Past Year 19___
College-wide cost per FTE		
Estimated Cost per FTE - this Program		
Estimated Additional Cost per FTE - this Program		

4. Project below the estimated additional cost per FTE for enrolling regional students from other political subdivisions as reported in item B-3. Explain your rationale.

5. Note below the specialized nature of faculty, staff, facilities, and equipment currently being utilized by the college in this program area.

D - SPECIALIZED SERVICES

1. Note any particular feature(s) of the local economy, labor force, geography, communication, transportation, or other conditions which should be taken into account in this program.

2. Demonstrate specific articulation which has been sought with other similar program offerings in the region. (Secondary, Postsecondary, 4-Year, and Private)

3. What specific services will the college provide students in seeking nearby off-campus housing, and otherwise serving the needs of a non-local population?

4. What opportunities are available locally for clinical experience, on-the-job training, and other relevant work experiences?

Appendix E

Proposal for Approval of an Existing Program as a New Off-Campus Academic Program

Appendix E

PROPOSAL FOR THE APPROVAL OF AN EXISTING PROGRAM

AS A NEW OFF-CAMPUS ACADEMIC PROGRAM

_____

Institution Submitting Proposal

_____

Off-Campus Location

_____

Department in Which Program Will Be Offered

_____

Name of Department Head

_____

Degree to be Offered
Certificate, Associate, Bachelor's, or Master's Degree

_____

Proposed Initiation Date

_____

Title of Proposed Program
(Include HEGIS Code Number)

_____ Date Program Received Initial Approval

_____ Date Off-Campus Program Approved by State Board for Higher Education

Title Page

The title page of the proposal should follow the format presented in the preceding page.

Abstract of Proposal

An abstract of the proposal (not more than one page) should be inserted between the Title Page and the body of the proposal.

Proposal

The proposal should consist of short replies to the questions which follow. Replies should follow the same sequence as the questions. Please precede each reply with the number and letter of the question being answered.

I. Objectives of the Program.

A. Please state the specific objectives of the program.

B. How would this program help achieve the objectives of your institution in terms of its role and scope within the total system of higher education in Maryland?

II. Justification for the Initiation of the Proposed Program.

A. What is the local and State need for people trained in this program? (Please describe job opportunities, or advancement opportunities due to upgrading.)

B. What is your data source?

C. Are there special reasons why the program should be offered through your institution rather than under the auspices of one of the other institutions in Maryland?

III. Courses of Study Leading to the Proposed Degree or Certificate.

A. List the courses (title and semester hours credit) that would constitute the course requirements of the proposed program.

B. List the electives.

C. State the number of courses and the total credit hours required for the program.

D. Does the program consist of one major, or are there various tracks or options? (If tracks or options exist please list them.)

IV. Similar Programs Presently Offered in Maryland.

A. List programs offered in this specialty by other Maryland public or private institutions?

V. Enrollment.

A. Indicate the enrollment you anticipate during the first three years of the program.

VI. Faculty.

A. What percent of the faculty will be full-time, part-time, adjunct?

B. Who assigns the faculty?

VII. Student Services.

A. Do students have counseling services equivalent to those on-campus?

B. Does the faculty/office have hours for advising the off-campus student?

VIII. Facilities.

A. Please list facilities to be used, buildings, classrooms, laboratories, or equipment, and the location of these in the program herein proposed.

B. Which additional facilities would be used should the facilities listed in A. above not suffice?

IX. Library Resources.

A. Which library and/or non-print media facilities are available to students at the off-campus site?

B. Describe how additional primary and secondary source materials will be made available?

X. Evaluation.

A. How will the program be evaulated?

B. Who evaluates the program?

C. Is it evaluated as part of the on-campus program, or as a separate program?

XI. Fees.

A. Is tuition the same on-campus as off-campus?

XII. Administration of Program.

A. Please give a short description of how the program will be administered.

6/2/77

APPENDIX F

FORM TO REQUEST

DISCONTINUANCE OF AN ACADEMIC PROGRAM

Appendix F

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

REQUEST FOR PROGRAM DISCONTINUANCE

COLLEGE _____ HEGIS NUMBER _____ USOE NUMBER _____

PROGRAM TITLE: _____

OPTION(S) (if any): _____ A.A. ___ Certificate _____

YEAR OF IMPLEMENTATION: _____ PROPOSED DATE OF DISCONTINUANCE: _____

REGIONAL PROGRAM [ ] Yes [ ] No STATEWIDE PROGRAM [ ] Yes [ ] No

1. What are the reason(s) for discontinuance?

2. Will students currently enrolled in the program be given the opportunity to complete the program? [ ] Yes [ ] No
   If not, what provisions have been made for these students?

3. What will be the status of faculty and staff currently working in this program area?

4. What use will be made of any special facilities or equipment currently utilized in this program?

5. What is the estimated fiscal impact of the discontinuance of this program?

6. What is the impact of discontinuing the program on the institution's desegregation effort?

The information and estimates contained herein are complete and accurate to the best of my knowledge. The discontinuance of this program is consistent with the college's annual and long-range plans.

Signed: _____ _____

President *Date*

SBCC: Rev. 12/79

APPENDIX G

STATE PLAN FOR COMMUNITY COLLEGES

PROGRAM UPDATE QUESTIONNAIRE

Appendix G

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
STATE PLAN FOR COMMUNITY COLLEGES PROGRAM UPDATE QUESTIONNAIRE

PROJECTED AND/OR DISCONTINUED PROGRAMS

This form is to be completed annually using additional pages where necessary, and returned to the State Board for Community Colleges no later than December 31. Programs for the ensuing two years should be in priority order, those for remaining three need not be.

COMMUNITY COLLEGE _____

NEW PROJECTED PROGRAMS

Fall 19____

HEGIS Code	Program Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment Impact

Fall 19____

HEGIS Code	Program Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment Impact

Fall 19____

HEGIS Code	Program Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment Impact

Fall 19____

HEGIS Code	Program Title

Fall 19____

HEGIS Code	Program Title

Programs to be Discontinued

HEGIS Code	Program Title	Projected Date of Discontinuance

SBCC: Rev. 12/79

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